

2005-2006 School District Review Program

INFORMATION AND INSTRUCTIONS

Note: For easier document navigation while viewing this .PDF file in Adobe® Reader® 5.0 or later, click on the Bookmarks tab to see the sections. Click the Bookmarks tab again or the Show/Hide Navigation Pane button to hide the Navigation Pane when necessary.

TABLE OF CONTENTS

I. GENERAL INFORMATION	1
Background	1
Overview	1
Reference Date	2
Timetables	2
Contact and Shipping Information	2
II. DESCRIPTION OF FILES BEING PROVIDED ON CD	4
School District Inventory and Grade Range File	4
School District Map Files	4
School District County Coverage File	5
School District Relationship Files	5
School District/Legal Entity Coextensive File	6
School District Digital Map Files	6
School District Web Site	7
III. REPORTING UPDATES AND CORRECTIONS	8
Official School District Names	8
Census Bureau Grade Ranges	9
Definition of Census Bureau's Grade Ranges	9
Pseudo School Districts	10
New, Consolidated or Annexed School Districts	10
Boundary Changes to Existing School Districts	11
Printing Census Bureau Maps	12
Digital Submission of School District Boundary Changes	12
IV. USING THE SCHOOL DISTRICT MAPS	13
Map Sheet Locator File	13
County Index Map	13
Annotation Maps	14
School District Boundary Annotation Guidelines	15
General Map Annotation Guidelines	15
Illustration of Map Annotation Principles	15
Annotation Guidelines	16
Illustrated Examples	18
V. USING THE SCHOOL DISTRICT RELATIONSHIP FILES	19
VI. DIGITAL BOUNDARY FILE SUBMISSIONS	20

I. GENERAL INFORMATION

Background

The school district review program, conducted by the U.S. Census Bureau every two years, is of vital importance for your state's allocation under Title I of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001, Public Law (P.L.) 107-110. The updated school district boundary information submitted through this program, along with the Census 2000 population and income data, current population estimates, and tabulations of administrative records data, such as Federal income tax returns, are used in forming the Census Bureau's estimates of the number of children aged 5 through 17 in low-income families for each school district. These estimates of the children in low-income families residing within each school district are the basis of the Title 1 allocation for each school district in your state.

The materials on this compact disk (CD) reflect the 2003-2004 school district names, Federal Local Education Agency (LEA) identification (ID) numbers, and boundaries, and may include special limited corrections to the 2003-2004 school districts.

Overview

The purpose of the 2005-2006 School District Review Program is for state officials to review the Census Bureau's 2003-2004 school district information and to provide the Census Bureau with updates and corrections to the school district names, Federal LEA ID numbers, boundaries, and grade ranges (see below for a definition of the Census Bureau's grade ranges). In addition, the review encompasses only Type 1 and Type 2 school districts as defined by the National Center for Education Statistics (NCES). (Type 1 is a local school district that is not a component of a supervisory union, and Type 2 is a local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.)

The purpose of this document is to provide state education officials with all information needed for responding to the 2005-2006 School District Review Program. This document provides information about materials being furnished, including information that identifies the specific instructions and materials that apply to each individual state. *Some of the information in this document may not apply to your state due to the geographic nature of the school districts within your state.* Each CD or set of CDs that the Census Bureau provides to each state will include the program materials that apply to that state.

2005-2006 School District Review Program Reference Date

We request that the school district information that you submit reflect the 2005-2006 school districts as they exist or will exist on **January 1, 2006**.

2005-2006 School District Review Program Timetable

We request that you adhere to the following timetable:

- September 2, 2005 – Final date for requesting to participate in digital submission program (if digital materials have not already been provided).
- November 4, 2005 - Final date for requesting paper copies of school district maps.
- December 2, 2005 - Final date for submitting school district changes during the annotation phase. We strongly encourage our partners to submit changes as soon as possible, and before this date. If your state will be submitting a large number of changes, please send them on a flow basis rather than waiting to send the entire state.
- April 1, 2006 - Final date for submitting verification changes.

Contact and Shipping Information

E-mail: school@geo.census.gov

We encourage you to contact any of these school district geographers:

Ms. Donna Zorn (301) 763-2919

Mr. Ian Millett (301) 763-1099

Ms. Pat Ream (301) 763-1099

Fax: (301) 457-4710

NOTE: There are **two shipping addresses**, one for **US Mail** and the other for shipping via **private carriers** such as FedEx, UPS, DHL, etc. **Please use the appropriate address** for the method of shipment since the use of the wrong address may either delay the delivery or your shipment may be returned as undeliverable.

SHIPPING ADDRESSES

Via U.S. Mail

Mr. Ian Millett
Geography Division
U.S. Census Bureau
Washington, DC 20233-7400

Via UPS, FedEx, etc.

Mr. Ian Millett
Geography Division
Washington Plaza I, Room 326
8903 Presidential Parkway
Upper Marlboro, MD 20772

Please be aware that USPS mail, and perhaps other carriers sometimes irradiate or process mail in ways that can destroy data, especially “floppy” diskettes.

II. DESCRIPTION OF FILES PROVIDED ON CD or DVD

The data we have provided you has a number of important files on it. Depending on the particulars of your state's school district geography and how your state participates in this program, some files may not be included in the package sent. The potential files include:

- A. School District Inventory and Grade Range File (All States)
- B. School District .PDF Map Files (Limited States)
- C. School District County Coverage File (All States)
- D. School District Relationship Files (Limited States)
- E. School District/Legal Entity Coextensive File (Limited States)
- F. School District Digital Maps (Limited States)

Each file is explained below, and in Section III, we explain how each one should be used to report updates/corrections.

A. School District Inventory and Grade Range File

The School District Inventory and Grade Range File is named "**ssSDGradeRangeList.txt**" ("ss" represents the two-letter postal state abbreviation). The file is a listing of all the 2003-2004 school districts that the Census Bureau has in its database. Included in the file is the school district name, Federal LEA ID number, and grade range for each school district (see Section III for a definition of Census Bureau grade ranges). We request that you review the information contained on this listing and provide us with updates and corrections that apply to the inventory of school districts, the official school district names, the Federal LEA ID numbers of the school districts, and the grade ranges of the school districts.

This file may contain school districts that are not Type 1 or Type 2 school districts. These school districts are flagged in the file as follows: Pseudo (A), Department of Defense (B), Interstate (C), and BIA (D). A pseudo school district exists where a Type 1 or Type 2 school district is financially responsible for children of a different grade range in different parts of its service area. For example, a K-12 district in rural territory may also be financially responsible for grades 9-12 in a city where there is a separate elementary (grades K-8) school district. The Census Bureau creates these pseudo school districts in order to facilitate the correct allocation of children.

B. School District Map Files

The Census Bureau has created a set of school district annotation maps, provided as PDFs, for those states which do not submit their school districts

using digital GIS files, and where the school districts are not primarily coextensive with counties (maps were not created for Hawaii, Florida, Maryland, Nevada, Virginia, West Virginia.)

The annotation maps are arranged in county-based map series consisting of one county index map and multiple large-scale annotation maps. The maps are arranged on the CD in county folders. The county folders are named "**stcou_County Name**" where "st" represents the two-digit Federal Information Processing Standards (FIPS) state code and "cou" represents the three-digit FIPS county code. For example, the county folder name for Cook County, Illinois would be "17031_Cook." Each individual map PDF file is named "**COU_<st><cou>_<nnn>.pdf**." The "nnn" that is part of the map sheet file name represents the map sheet number with "000" assigned to the county index map, and "001" assigned to annotation map sheet number 1, and so forth. For example, map sheet 15 for Cook County, Illinois would be "COU_17031_015.pdf."

C. School District County Coverage File

The School District County Coverage File is named "**ssSDCounty.txt**." The file lists the school districts in the county or county equivalent(s) in which they are located. A separate record is included in the file for each unique school district/county combination. The file contains two sets of records, one set sorted by school district (arranged to show the county or counties in which a school district is located) and the other set sorted by county (arranged to show the school districts that are located in each county.)

This school district county coverage file reflects the boundaries of the 2003-2004 school districts as shown on the school district maps. Use this file to locate maps for each school district and to review the extent of the areas of school districts as they relate to counties.

D. School District Relationship Files

The Census Bureau provides the "ssSDListing-bySD.txt" and the "ssSDListing-byGEO.txt" files to eight states (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont) where **most** school districts are coextensive with one or more incorporated places and/or county subdivisions. Similar to the School District County Coverage files (see above), these two files contain records for each school district/incorporated place and school district/county subdivision combination. A partial flag ("P") is included for each incorporated place or county subdivision that is split by more than one school district. The "ssSDListing-bySD.txt" file is sorted by Federal LEA ID number (for use in

reviewing the local governments that are associated with each school district) and the "ssSDListing-byGEO.txt" file is sorted by geography (for use in reviewing the school districts that comprise each local government.)

E. School District/Legal Entity Coextensive File

The School District/Legal Entity Coextensive File, named "ssSDCoextensive.txt," is being provided to those states (Alabama, Alaska, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Utah, and Virginia) where **some** of the school districts are **legally coextensive** with counties, county equivalents, or incorporated places. Currently, the Census Bureau maintains these coextensive relationships without the need for states to submit school district changes for the listed school districts. All changes to the school district boundaries are obtained through the Census Bureau's annual Boundary and Annexation Survey (BAS). We only change the boundaries of these school districts when we receive changes to the counties, county equivalents, and incorporated places. Please review these listings and notify us where we should no longer maintain a coextensive relationship that no longer exists, or where we should create and maintain a relationship.

We also would like responses from states that did not receive a School District/Legal Entity Coextensive File or School District Relationship Files if there are school districts in your state that are legally coextensive with local governments.

F. School District Digital Maps

If your state is a digital participant in the school district boundary review program, you will receive a number of other files, including shapefiles extracted from a current version of TIGER, and detailed digital submission guidelines. If you did not receive these files, we have planned for you to participate using paper maps. If you would like to submit digitally, please e-mail school@geo.census.gov, or contact Wes Flack at 301-763-8960 no later than September 2, 2005.

2005-2006 School District Review Program Web Site

All of the files and maps that are provided on the CD will be available on the Census Bureau's 2005-2006 School District Review Program web site:

<http://www.census.gov/geo/www/schdist/sch_dist.html>

Initially, the site will only contain general information about the program, but links to files and maps will be available soon after CDs have been shipped to state partners. You may want to use this website to distribute review materials to local school district superintendents, or others who may be able to participate by reviewing their local areas online. After we have completed processing your submissions, we will post verification materials on this site so that you can verify that we have processed all of your state's changes correctly.

III. REPORTING UPDATES AND CORRECTIONS

The Census Bureau encourages each state to review the school district information in the enclosed files and maps and to submit updates and corrections that **reflect the 2005-2006 school districts as they will exist on January 1, 2006**. *All school district information, updates, and corrections must be submitted by December 2, 2005, but we strongly encourage you to submit your changes as soon as possible. If your state will be submitting a large number of changes, we would like you to submit your updates on a flow basis rather than sending all changes for the entire state on or near the deadline. Please contact us if you are concerned that you may not be able to meet this deadline.*

The following is a list of the school district information that the Census Bureau is requesting states to review, update and/or correct:

Official School District Names

Please review the school district names that the Census Bureau has in its database. The official school district name should be its legal name including any state-used descriptive wording, such as "Independent School District" or "Consolidated School District" or "Supervisory Union."

Please review the school district names as they appear in the **School District Inventory and Grade Range File**. Submit changes to the Census Bureau as follows:

- Annotate changes on a paper copy of the file, or
- Add an additional field(s) to the file where your changes are entered.

NOTE: The School District Inventory and Grade Range File for a state may contain **more than one school district with the same name**. These school districts have **"E" in the flag field** to indicate that two different school districts have the same name. Please review the names of these school districts and submit changes, where necessary. Use the Federal LEA ID numbers as a means to individually identify the school districts that share the same name, or use the county references for each school district that appears in the School District County Coverage File.

Grade Ranges

In the School District Inventory and Grade Range file, the Census Bureau has grade range information for each school district. In very rare cases, the Census Bureau made adjustments to these grade ranges since the 2003-2004 School District Boundary Review Program, mostly in cases where we discovered gaps or overlaps in grade range coverage. Accurate grade range information is critical to the accurate distribution of Title 1 funds. Please carefully review this grade range information and submit changes to the Census Bureau as follows:

- Annotate changes on a paper copy of the file, or
- Add an additional field(s) to the file where your changes are entered.

Definition of the Census Bureau's Grade Ranges

The Census Bureau uses the set of *grades for which each school district is financially responsible* as its grade range. We use original obligation, not the provision of educational services, to define financial responsibility. We use this set of grades, based on financial responsibility, to assign the data for each child to exactly one school district.

A school district is financially responsible for the education of all children in a geographic area if it is the only district serving that area. It may meet that responsibility by 1) operating schools that provide education to children in all grades, or 2) by operating schools that provide education for children in some grades and paying another school district to provide education for the children in the remaining grades, or 3) not operating any schools, but paying another school district to provide education to all the school district's children.

If the children in a geographic area are served by an elementary school district, and also served by a separate high school district that receives no payment from the elementary district, then the two school districts share the geographic area and financial responsibility is divided between them. The grade ranges on the listing should show which district is financially responsible for the children in each grade. *The grade ranges listed for each of the two school districts may not overlap, and every grade must be assigned to one of the school districts.*

Responsibility for a particular grade exists even if, from time to time, there are no children in that grade living in the service area of the school district. Thus

a school district that would be responsible for providing 6th grade schooling, if there were children in that grade, should appear on the listing with the "6th grade" in its grade range, even if there are no actual 6th grade students.

Pseudo School Districts

The Census Bureau **has created a pseudo school district** for each school district that is financially responsible for providing education for one set of grades in one geographic area and also financially responsible for a different set of grades in a different geographic area. For example, a school district that is financially responsible for grades K-12 in one area is also financially responsible for grades 9-12 in a different area where it shares financial responsibility with an elementary school district. These pseudo districts are identified in the file by a flag with a value of "A." In addition, the Census Bureau assigns them a pseudo Federal LEA ID number and a school district name that is slightly different than the official name of the school district.

Currently, these Census Bureau defined pseudo school districts exist only in Massachusetts, Oregon, South Carolina, and Tennessee. Please report all other school districts that fit the above description. Contact us before submitting a new pseudo school district if you are unsure whether it meets the criteria. When submitting a pseudo school district, please provide the following information:

- Official School District Name and Federal LEA ID number
- Alternate Grade Range
- Service Area of Alternate Grade Range

NOTE: If the service area of a pseudo school district is coextensive with the entire service area of the school district with which it divides the financial responsibility for all children, then there is no need to annotate the service area on maps. Its area can be defined by naming the school district that shares the service area. As with all other pseudo school districts, the Census Bureau will assign the name and code for the pseudo district.

New, Consolidated, Annexed, or Dissolved School Districts

Most new school districts are the result of school district consolidations. From a geographic perspective, consolidations can be either **simple consolidations**, where two or more school districts merge and there is no change in the overall boundaries of the former school districts, or **complex consolidations**, where the merger also includes a boundary change that affects the boundary of a school district that is not part of the newly created school district. Similarly, annexed school district changes can either be

simple annexations, where the entire former area of a school district is absorbed by an existing school district, or complex annexations, where the area of the annexed/dissolved school district is acquired by more than one existing school district.

We do not require map submissions for simple consolidations or simple annexations. For simple consolidations we only require a written submission that includes the name of the new school district, its Federal LEA ID number (if known), its financially responsible grade range (see definition above), the names and Federal LEA ID numbers of the old school districts that make up the consolidation, and the names or FIPS codes of the counties in which the new school district is located. Similar information is needed for simple annexations that involve whole school district areas; old school district name and Federal LEA ID number, name and Federal LEA ID number of the school district that is annexing the former school district, and the counties in which the annexed school district was located.

In addition to the above requested information to be included in a written submission, the submission of all other types of new school districts and/or school district annexations that **cannot be categorized as simple**, must include the new school district boundaries and Federal LEA ID numbers **annotated on the Census Bureau provided maps** (see Section IV for map annotation guidelines).

NOTE: The assignment of Federal LEA ID numbers for school districts that are new for the 2005-2006 school year may not occur before your response to this program is due. **The Census Bureau will accept the submission of new school districts without the official Federal LEA ID numbers when the ID numbers have yet to be assigned.** Annotate the new school district name on the maps, and indicate that no Federal LEA ID number has been assigned if none has been assigned to the new school district.

For Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont, where all or most school districts are coextensive with the boundaries of local governments, the reporting of new school districts and annexations can be annotated on the School District Relationship listings that are enclosed (see Section V), provided that the changes involve entire local governments.

Boundary Changes or Corrections to Existing School Districts

We request that all changes or corrections to the boundaries of existing school districts be annotated on the enclosed 2005-2006 School District

Annotation Maps, with the exception of simple consolidations or annexations that do not require map annotation as mentioned above. Guidelines for annotating school district boundary changes and new school district boundaries are provided in Section IV. Separate instructions are provided for digital participants.

Printing Census Bureau Maps

The 2005-2006 School District County Index maps and the 2005-2006 School District Annotation maps are designed for printing on large format ("E" size) printers. If you do not have access to or knowledge of the location of a large format printer, we recommend that you contact the State Data Center in your state for assistance in printing these maps. A list of the State Data Center contacts is located at: <http://www.census.gov/sdc/www/>

The Census Bureau **will print paper copies of the maps upon request** if you are unable to receive printing assistance from the State Data Center. Please send your request via e-mail to:

school@geo.census.gov

Please ensure that your request is limited to the specific maps needed for annotating the school district boundary changes. Please do not send requests for the entire set of maps for a county unless absolutely necessary.

The **deadline** for submitting a request for paper copies of the maps is **November 4, 2005**.

Digital Submission of School District Boundary Changes

The Census Bureau accepts the submission of school district boundary information via digital files that comply with our digital submission guidelines. If your state is a digital participant, you will receive GIS data extracted from TIGER, and detailed digital submission guidelines. If your state has a school district GIS, and you are interested in digital participation, please contact us by email (school@geo.census.gov), or call Wes Flack at 301-763-8960.

IV. USING THE 2005-2006 SCHOOL DISTRICT ANNOTATION MAPS

The Census Bureau has created a set of 2005-2006 School District Annotation Maps for your state and has enclosed them as PDFs. These maps are very similar to the maps that the Census Bureau furnished for previous school district programs.

The maps are arranged in county-based map series consisting of one county index map and multiple large-scale annotation maps. The maps are arranged on the CD in county folders. The county folders are named "stcou_County Name" where "st" represents the two-digit FIPS state code and "cou" represents the three-digit FIPS county code. For example, the county folder name for Cook County, Illinois would be "17031_Cook." Each individual map PDF file is named "COU_<st><cou>_<nnn>.pdf. The "nnn" that is part of the map sheet file name represents the map sheet number with "000" assigned to the county index map, and "001" assigned to annotation map sheet number 1, and so forth. For example, map sheet 15 for Cook County, Illinois would be "COU_17031_015.pdf."

Map Sheet Locator File

Named <st>_SDMAPSHEETLOCATOR.TXT, this file alphabetically lists all school districts in the state. For each school district, this file lists the counties where the school district is located, and it identifies all of the parent map sheets and inset map sheets that show part or all of the school district.

County Index Map

The county index map can be used to identify the general location of school districts within the county. It displays the boundaries and Federal LEA ID numbers of the school districts, all major roads in the county, and the location of places.

USE THE COUNTY INDEX MAPS ONLY AS REFERENCE MAPS, DO NOT ANNOTATE SCHOOL DISTRICT BOUNDARY CHANGES ON THEM.

The maps display the school districts in three categories; unified (K-12), secondary, and elementary. The Census Bureau has assigned each school district to one of these categories based on the **operational** grade range of the school district, not on its financially responsible grade range (even if that is different than its operational grade range). For example, a school district will appear on the maps as an elementary school district if it operates K-8

schools and pays another school district to provide education for children in grades 9-12.

The area of each elementary and unified school district appears on the map in a **UNIQUE** color/pattern combination. The **BORDER** of the county index map includes a key that displays all of the school district patterns displayed on the maps along with the Federal LEA ID number that represents the school district that is associated with that color/pattern combination. The boundaries for secondary school districts appear on the county index map as solid black lines and their Federal LEA ID numbers are displayed in black on the map.

Overlaid on the map is a grid that represents the layout of the annotation map sheets. The area of each annotation "parent" map sheet is represented by a gray rectangle with the map sheet number appearing in the middle of the rectangle.

Where necessary, inset maps are created to provide a larger scale map for areas that are too congested to be shown clearly on the parent maps. Inset maps are identified either by a letter of the alphabet, or where multiple inset maps are created for a location, by a letter and a number. The area of an inset map or cluster of inset maps is shown on the county index map and parent map as a gray rectangle with the letter of the inset (the layout of multiple inset maps is not shown on the county index map or parent map).

Annotation Maps

These maps are the large-scale maps that show the school district boundaries, codes, and school district names in much greater detail than the county index maps. In addition to the school district information, these maps contain all physical features and the boundaries of legal entities that are contained in the Census Bureau TIGER database.

School district boundaries are shown on these maps as follows: **Unified** as wide-screened continuous **green lines**, **elementary** as thin solid continuous **red lines**, and **secondary** as **blue triangles**. The school district names and Federal LEA ID numbers are shown in the same colors as the boundaries.

The Census Bureau encourages state officials to use these annotation maps to:

- Perform a detailed review of school district boundaries
- Annotate school district boundary changes

School District Boundary Annotation Guidelines

General Map Annotation Guidelines

- **Restrict all school district boundary and code annotations to the subject county** even though the map sheets may contain the areas of adjacent counties. If a school district change crosses a county boundary, use the map sheet for the county into which the boundary continues. (The name of the subject county is in the lower right corner of each map sheet.)
- Make school district boundary change annotations neatly. Use a straight edge for drawing straight lines. When a school district boundary follows a feature on the map such as a road, annotate the boundary on top of the feature, do not meander on and off of the feature.
- Make sure that boundary annotations match from one sheet to the adjacent sheet. When annotating a boundary change that continues onto an adjacent map sheet, put the map sheets together and compare the annotations. Ensure that the boundary lines align along the sheet edges, and ensure that the school district codes are the same on both map sheets.
- Make sure that you have completed the entire boundary change.

Illustration of Map Annotation Principles

- Enclosed are illustrated color examples that depict various types of school district boundary changes that are used as examples. Most of the examples illustrate changes for states that contain elementary and secondary school districts (see below) in addition to the examples of changes for unified school districts. Refer to the examples when recommended.

The examples that show existing school district boundaries use wider boundary lines and taller school district numbers. The narrower boundary lines and shorter school district numbers are examples of school district boundary changes being annotated on the map sheet.

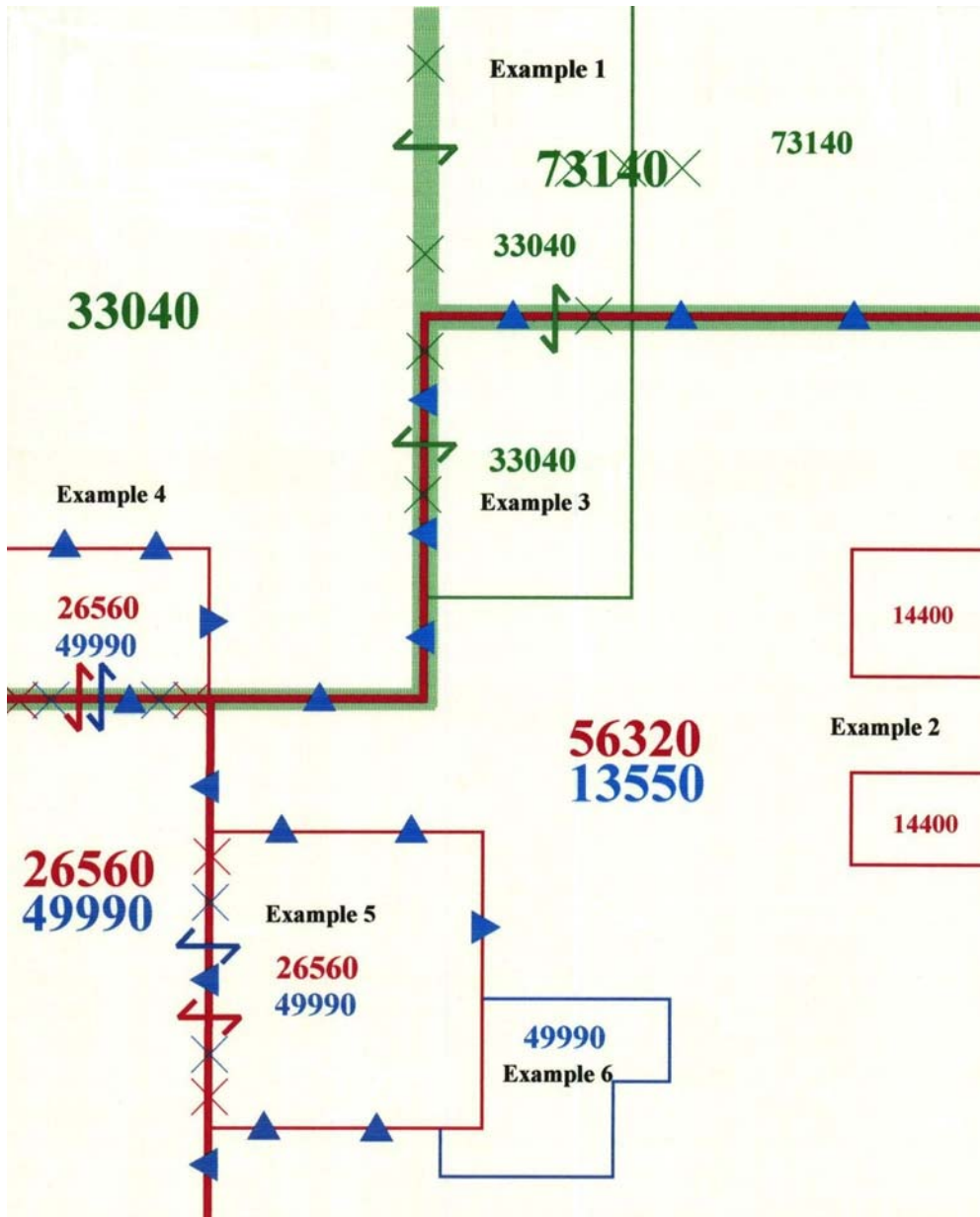
Annotation Guidelines

- Use the correct colored pencil for each type of school district change. **Select the colored pencil that represents the type of school district that *is adding territory*.**
 1. **Use green to show additions to unified school districts.**
Examples 1 and 3 show unified school district 33040 adding territory. Example 1 is a change between two unified school districts with school district 33040 adding territory from unified school district 73140. Example 3 shows unified school district 33040 adding territory from elementary school district 56320 and secondary district 13550.
 2. **Use red to show additions to elementary school districts.**
Examples 4 and 5 show elementary school district 26560 adding territory. Example 4 shows a change between elementary school district 26560 and unified school district 33040, with elementary school district 26560 adding territory. Example 5 shows elementary district 26550 adding territory from elementary district 56320.
 3. **Use blue to show additions to secondary school districts.**
For changes like Example 4, where the updated boundary is the same for both the elementary and secondary school district, annotate the boundary in **red** pencil and **draw blue triangles on top of the red line**. This eliminates the need to draw both a red line and a blue line side by side.

Example 6, where the **secondary school district boundary is not following the boundary of an elementary school district, annotate the changed secondary boundary as a blue line.**
- Use "Xs" to cross out the superseded school district boundaries and place *fishhooks* across them. Examples 1, 3, 4, and 5 illustrate using Xs and fishhooks across superseded school district boundaries. **The color of the Xs and fishhooks should be for the type of school district that is adding area.**
- Annotate the five-digit Federal LEA ID numbers on the maps when:
 1. The area formed by the boundary change is a separate discontinuous part of the school district, or

2. The school district change extends onto an adjoining map sheet (see Example 2).
- Label all separate pieces of a school district (Example 2). Use arrows if the pieces are small or numerous, when necessary.
 - Cross out all school district codes that are no longer within the area that they represent. This is illustrated in Example 1 where the code for school district 73140 is partly within the area added to school district 33040.

Illustrated Examples of School District Annotations



V. GUIDELINES FOR USING THE SCHOOL DISTRICT RELATIONSHIP FILES

Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont are the only states that the Census Bureau is providing "ssSDListing-bySD.txt" and "ssSDListing-byGEO.txt" files because most of the school districts in these states are coextensive with one or more incorporated places and/or county subdivisions.

The two files for each state contain the same records, a record for each unique combination of school district and incorporated place or school district and county subdivision. One file is sorted by Federal LEA ID number (ssSDListing-bySD.txt) and the other file (ssSDListing-byGEO.txt) is sorted by geography (county/county subdivision).

The field layout for each file is:

- Field 1: Federal LEA ID number (last five characters, omitting the state code) and the school district type (E=elementary, S=secondary, and U=unified).
- Field 2: a single blank space
- Field 3: School district name
- Field 4: a single blank space
- Field 5: School district/County subdivision part designation ("P" flag appears when a minor civil division is comprised of more than one school district of the same level)
- Field 6: a single blank space
- Field 7: State (2 characters), county (3 characters), and county subdivision (5 characters) FIPS codes
- Field 8: a single blank space
- Field 9: County subdivision name
- Field 10: a single blank space
- Field 11: School district/incorporated place part designation ("P" flag appears when incorporated place is comprised of more than one school district of the same level)
- Field 12: a single blank space
- Field 13: FIPS place code
- Field 14: a single blank space
- Field 15: Place name

NOTE: A "P" in Field 5 or Field 11 indicates that the listed school district

does not cover the entire county subdivision, or incorporated place. Refer to the school district annotation maps to review the portion of the school district boundary that does not follow a legal entity boundary.

We request that you check the school district geographic coverage for each county subdivision and incorporated place in your state, and also verify the school district types (use the School District Inventory and Grade Range File to review and correct school district names and grade ranges).

Annotate changes on a printed copy of one of the files, and ensure that all affected records are modified, where necessary. Section IV contains guidelines for annotating boundary changes where the school district boundary is not following the boundary of a legal entity.

VI. DIGITAL BOUNDARY FILE SUBMISSIONS

Guidelines for submitting digital boundary files are available by request. If your state has been a digital participant in the past, you should have received a separate DVD with TIGER (Topologically Integrated Geographic Encoding and Referencing system) extracts in shapefile format, and detailed guidelines for use in preparing your submission. If you did not receive these materials, but you are interested in participating digitally, please contact us immediately. Send email to school@geo.census.gov, or call Wes Flack at 301-763-8960.

Further, if your state is presently engaged in the planning, development, and/or implementation of a school district boundary GIS database, we encourage you to consult with us so that your efforts are coordinated with ours as much as practicable. When appropriate, we may be able to share data and/or technical expertise to assist you, and to ensure that the resulting geographic data can be used to update TIGER.